

School Profile

Cypress Grove Charter High School for Arts and Sciences

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Introduction

Cypress Grove Charter High School for Arts and Sciences (Cypress Grove CHS), lined with cypress trees and overlooking Monterey Bay, is located in Seaside, California, at the former Fort Ord military base. Only one mile from California State University Monterey Bay, it is a comprehensive high school accredited by the Schools Commission of the Western Association of Schools and Colleges. For funding, Cypress Grove CHS depends on Average Daily Attendance (ADA) from the state, private benefactors, and foundations. After just four years in this lively and intellectual setting, the school has established a strong track record of striving for and meeting high academic standards.

In response to alarming state and local education cutbacks, a group of concerned parents and community members came together to explore the idea of creating a tuition-free public school with an emphasis on integrating art into the core subjects. The National Charter School legislation of 1991 and the California Charter School Act of 1992 created the opportunity for the group – then known as the Monterey Peninsula High School Project (MPHSP) – to set the foundation for the first charter high school in Monterey County.

Bucking the trend of big schools with large class sizes, minimal or no arts instruction, and – as our first students described it – “assembly-line” education, the MPHSP developed a plan for a school that would offer smaller class sizes and an integrated arts curriculum. In addition, an active and ongoing student-teacher-parent collaboration would serve to support the students as well as the school. Designed to establish a learning environment reflecting our philosophy, this new charter school would have the following characteristics:

- Block scheduling – to allow for extended class time for art and science projects, multiple teaching strategies, and time for students to practice what they learned.
- Service Learning – to develop community awareness and personal responsibility.
- Advisory – to provide a space for students to gather with others of their grade level, and address topics ranging from the academic to the personal to the global.
- Integration of arts in all disciplines – to give students an additional way to claim their education.
- Increased hours of teacher collaboration – to coordinate content between subjects and plan school wide events.
- Comprehensive academic support – to provide time, space, and guidance according to student need.
- Parent involvement – to provide a strong network of support for student growth, both personal and academic.

Cypress Grove CHS came into being because parents and community members recognized the need for an alternative to the large public high schools, and believed in the importance of a unique and focused school. Cypress Grove CHS has grown from a small group of people with a unique idea to a community filled with students, teachers, administrators, and parents who every day strive to fulfill the purpose set in place by the founders.

In the short yet eventful history of our school, the mission statement below has laid the foundation for our decisions and actions:

“The mission of Cypress Grove CHS is to provide students with the experiences and skills needed to participate passionately and responsibly in life, and the tools to pursue their higher educational and career goals upon graduation.

Cypress Grove CHS will create an educational environment that ignites the students’ natural curiosity and desire to learn, values student contribution, acknowledges the value of parental involvement for educational success, and provides a secure foundation of trust and resources from which the students may draw.”

And how do we achieve these lofty goals? The visual and performing arts – incorporated into a strong academic program – form the philosophical core of a Cypress Grove CHS education. The value of arts education is now firmly grounded in theory and research. Schools that incorporate music, art, drama, dance, and creative writing into the basic curriculum have enjoyed significant improvement in overall student learning.

Our Philosophy:

Cypress Grove CHS envisions educated persons in the twenty-first century as those who are aware of themselves and the world around them, are skilled in the latest communication tools, and possess an understanding of the environmental, historical, and cultural issues that shape and have shaped the world in which they are maturing. Together with a strong base in science, mathematics, language and literature, they will possess a familiarity with, and appreciation for the arts, and celebrate their own creative talents. Above all, they will be imbued with a love of learning, a proud curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction.

Cypress Grove CHS’s philosophy acknowledges that learning is a continuous process that extends beyond school hours into the home, among peers, and among the greater community.

It is the belief of the school that small class size and an overall small school size allow students great opportunity to achieve their academic goals. Therefore, we strive to maintain an average class size of no more than twenty students to one teacher. Cypress Grove CHS plans to remain a small school in total enrollment, with an intended capacity of 400 students.

Our mission remains to offer students the knowledge and experience they need to enter the adult world of the twenty-first century. Our guiding principles – our Expected Schoolwide Learning Results (ESLRs) – illuminate and inform how we help Cypress Grove CHS students achieve that goal. Cypress Grove CHS parents, staff, and founding members support the following ESLRs, as the practical application of our mission statement.

Expected Schoolwide Learning Results:

All the stakeholders of Cypress Grove CHS – parents, community members, and staff – assembled in the spring of 2004 to develop our Expected Schoolwide Learning Results (ESLRs). In a series of meetings, we discussed and clarified our mission and purpose, and when we all had a clear and unified vision, we translated the theory of our school's mission and purpose statements into specific, attainable, and measurable goals. Our governing board then formally adopted the ESLRs, and our staff began the ongoing process of incorporating them into the daily academic, social, and cultural life of Cypress Grove CHS.– ***our Expected Schoolwide Learning Results.***

A Cypress Grove Charter High School graduate will be –

a Self-reliant Person who:

- *Possesses integrity, self-determination, and demonstrates independent judgment*
- *Accepts responsibility*
- *Resolves conflicts effectively*
- *Appreciates the value of cultural and social diversity*
- *Respects others, their rights and property*

a Contributing Citizen who:

- *Demonstrates a positive attitude toward work and learning*
- *Exhibits an understanding of global issues*
- *Respects the natural and man-made environments*
- *Follows and participates in local, state, and national political processes*
- *Possesses self-esteem and the courage to speak out for what he or she believes to be right*

a Continuing Scholar who:

- *Demonstrates an integrated understanding of all areas of learning, especially the arts and sciences*
- *Thinks critically and solves problems effectively*
- *Understands how he or she learns best*
- *Feels passionately about at least one discipline, which serves as a cornerstone for lifelong learning*
- *Communicates effectively, both in speaking and writing*

The course of study at Cypress Grove CHS focuses on the traditional core curriculum areas of mathematics, English, science and history with a primary emphasis on fine arts and science. The entire program is specifically designed to prepare students entering competitive colleges and universities worldwide.

Cypress Grove CHS also recognizes that education in the fine arts, both in terms of performance and appreciation, builds an aesthetic understanding that remains with students for a lifetime. In addition, Cypress Grove CHS has an international focus that recognizes the need for global perspectives. For this reason, students are required to study two years of a world language, and we also offer a class on global issues.

Choice:

Cypress Grove CHS is a viable option for families searching for an alternative to the large traditional high schools. Students visiting the school for the first time have the opportunity to sit in on classes for a day with their parent(s) and witness first-hand the commitment they will be making to education in an integrated curriculum. With a charter focused on arts and sciences, it is clear that Cypress Grove CHS remains a school of choice for its students. We encourage all of our prospective students to consider both their needs and desires in making the decision to study at Cypress Grove CHS. The students, parents, administration, and faculty remain committed to the vision of the school and the challenges it represents.

The Cypress Grove CHS Board of Trustees manages the school, while the staff directs the daily business on campus. With a relatively small infrastructure, Cypress Grove CHS's support structure relies heavily on parent involvement. Parents are asked to contribute forty hours of volunteer service each year, and they fulfill that requirement as members of the board, development teams, the Parent Teacher Organization and in many other capacities.

Given the small size of the school and the degree of involvement on the part of all stakeholders, Cypress Grove CHS is developing from merely a school into a community of individuals committed to a common vision.

Who We Are:

Cypress Grove Charter High School for Arts and Sciences is a public, tuition-free Charter school sponsored by the Monterey Peninsula Unified School District (MPUSD) that admits all pupils who wish to attend. Cypress Grove CHS is nonsectarian – students will be considered for admission without regard to ethnicity, national origin, religion, gender, or disability. Cypress Grove CHS is committed to providing an educational opportunity where issues of equality and access will not prevent students and their families from receiving a high quality academic education, supported through involvement in the arts and sciences.

Interested parents and community leaders also believed that a rigorous science curriculum would enable Cypress Grove CHS graduates to form the basis of success in college and career. Our emphases in arts may produce a generation of fine artists, but is intended to enable students in all disciplines to use the insight gained through the arts experience to better access knowledge gained throughout the curriculum.

Student and Community Demographics:

Cypress Grove CHS opened on August 27, 2001. Currently there are approximately 170 students in grades nine through twelve. We serve the families of Monterey and Santa Cruz counties. Many of our students reside in Seaside, Marina, Monterey, Salinas, Pacific Grove, Carmel, Watsonville, and Prunedale – cities that lie within a 30-mile radius and taken together make up a unique community. The distance between cities is minimal, but the difference in lifestyle is vast. The area has six private high schools whose average annual tuition is over \$12,650 per student. Approximately 11% of students in Monterey, 16% of students in Carmel, and just 3% of the students in Seaside (where our school is located) attend private schools. Our goal is to provide a college-preparatory education in a public school setting.

School Population by City 2005-2006:

City	# of Students	% of Population
Carmel	3	1.7%
Castroville	2	1.2%
Del Rey Oaks	1	.6%
Freedom	1	.6%
Marina	40	23.5%
Monterey	16	9.4%
Pacific Grove	5	2.9%
Pebble Beach	2	1.2%
Prunedale	2	1.2%
Salinas	24	14.1%
Sand City	1	.6%
Seaside	70	41.2%
Gonzales	2	1.2%
Watsonville	1	.6%

Aggregate Enrollment Data:

Grade Level	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
9 th Grade	33	71	53	50	66
10 th Grade	20	38	40	42	40
11 th Grade	12	35	18	27	44
12 th Grade	0	11	9	16	20
Total	65	145	120	135	170

The 2005-2006 academic year marks the fifth year of the school's operation. Our overall student population has risen nearly 162 %, from 65 in the school's first year to 170 in year five.

The highest enrollments are in the ninth grade, which as of the 2005-2006 academic year was comprised of 66 freshmen. The student population in the upper grades is increasing gradually, as this growth is dependent upon student retention.

Enrollment by Gender:

Gender	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
Male	28	60	58	72	81
Female	37	85	62	63	89
Total students	65	145	120	135	170

Gender disparity in the higher grades, while it does exist, presents no patterns, given our small population. When applications exceed the number of spaces available in any grade, students are admitted by lottery. Gender distribution is not now an area of concern for us.

Student Enrollment by Ethnicity 2005-2006:

District & District High School Comparisons:	Cypress Grove CHS 2005-06	MPUSD 2004-05	Seaside HS 2004-05	Monterey HS 2004-05
American Indian	2%	.8%	.4%	.7%
Asian	2%	7.5%	11%	7.6%
Pacific Islander	2%	3.1%	4.5%	3.1%
Filipino	1%	5.1%	9.6%	4.0%
Hispanic	12%	38.6%	35.7%	29.2%
African American	11%	11.1%	19.2%	8.4%
White	50%	31.0%	19.5%	46.9%
Other/Multiple Responses	20%	2.8%	.0%	.2%
# of students	170	11,607	1,332	1,374

The figures for Cypress Grove CHS were calculated by dividing the number of students claiming a racial/ethnic affiliation by the school's total enrollment (2005-2006 California Basic Educational Data Systems [CBEDS]). The figures for MPUSD were taken from the California Department of Education website (Educational Demographics Unit).

The diversity of our students is not truly described by the statistics because a high percentage of our students come from families with multiple ethnicities (20% in 2005-06) compared with only 2.8% in the MPUSD. In future years Cypress Grove CHS students who mark "multiple" on their forms will be asked to do a secondary response, marking all of the ethnicities in their genetic history. We expect these numbers will more closely resemble the ethnicity reported by the MPUSD as a whole.

How We Are Doing:

In the fourth year of operation, our California Academic Performance Index (API) scores confirmed that Cypress Grove CHS has established a strong record of academic achievement and progress. Each year, Cypress Grove CHS has exceeded its state-set goal for improvement, and we are now ranked third of all public high schools in Monterey County.

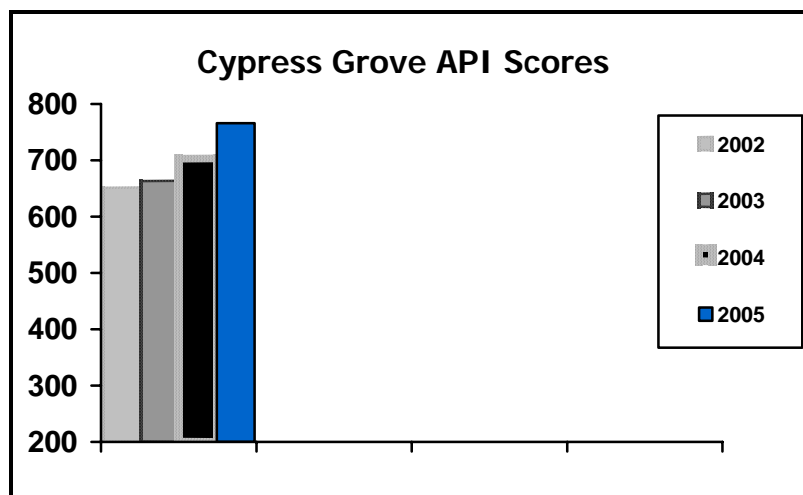
County Rank	High School	2005 Score	2004 Base	'04-'05 Growth	% Increase	Growth Met
1	Pacific Grove High	794	734	60	8%	Yes
2	Carmel High	791	752	39	5%	Yes
3	Cypress Grove Charter High	766	705	61	9%	Yes
4	Monterey High	723	677	46	7%	Yes
5	Salinas High	677	658	19	3%	Yes
6	N. Salinas High	657	621	36	6%	Yes
7	Alvarez High	652	615	37	6%	Yes
8	N. Monterey County High	651	640	11	2%	Yes
9	Seaside High	639	611	28	5%	Yes
10	Soledad High	***	604	***	***	***
11	Greenfield High	605	553	52	9%	Yes
12	Alisal High	600	575	25	4%	Yes
13	Gonzales High	***	541	***	***	***
14	King City High	599	531	68	13%	Yes

The 2005 Academic Performance Index is a score calculated using results in the state's STAR testing program and the California High School Exit Exam (10th grade.)

The scores range from 200-1000, and the long-term state goal is to have all schools achieve an 800 or higher. A score of 500 is average. A score of 800 indicates a "very high-performing" school, a score of 650 "high-performing" school and a score of 250 "a low-performing" school.

*** These schools have opted to take extra time correcting errors and more time reviewing their information. Corrected results are scheduled to be released in January 2006. Note: Scores for continuation schools, as well as those participating in the Alternative Schools Accountability Model, are not included.

Academic Performance Comparisons by Year:



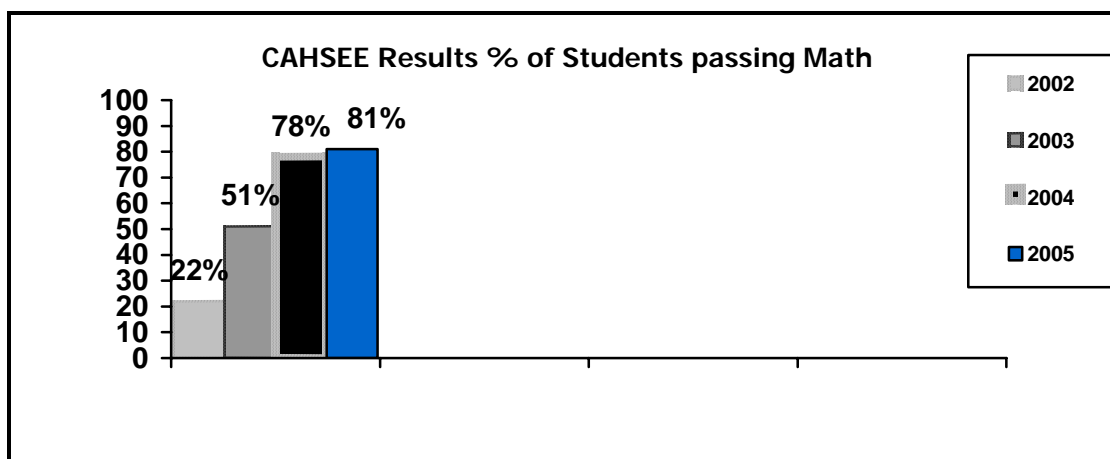
Cypress Grove CHS API target growth (2004-2005):

2005 API Target vs. Results		High Schools That Met Targets Statewide
Met its 2005 schoolwide growth target	YES	78%
Met all subgroup growth targets	YES	48%
Met minimum requirement for % tested Math	YES	89%
Met minimum requirement for % tested English language Arts	YES	89%

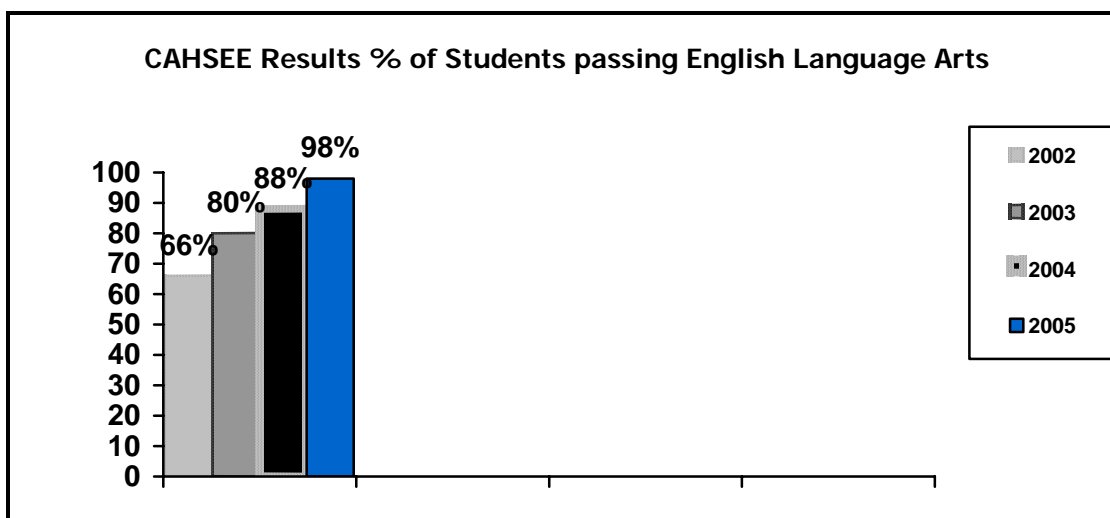
All information was gathered from the California Department of Education website, www.cde.ca.gov or greatschools.net

California High School Exit Exam (CAHSEE):

Math	<u>2001- 2002</u>	<u>2002- 2003</u>	<u>2003- 2004</u>	<u>2004- 2005</u>	<u>MPUSD 2004-2005</u>	<u>State Avg. 2004-2005</u>
Number Tested	18	67	40	47	1045	****
% Passed	22%	51%	78%	81%	61%	63%



English Language Arts	<u>2001- 2002</u>	<u>2002- 2003</u>	<u>2003- 2004</u>	<u>2004- 2005</u>	<u>MPUSD 2004-2005</u>	<u>State Avg. 2004-2005</u>
Number Tested	9	49	41	40	1024	****
% Passed	66%	80%	88%	98%	63%	65%



CAHSEE Observations:

The student population had a 108% increase from 65 students in the school's first year to year four and the passing rate for the Math portion more than tripled. The passing rate for the English Language Arts improved over the same period from 66% to 98% overall. Both the Math and English Language Arts passing rates exceeded state and district averages. All high school students scheduled to graduate in 2006 or later must pass the CAHSEE in order to graduate.

Information was gathered from the California Department of Education website,
www.cde.ca.gov

Scholastic Aptitude Test (SAT) Scores:

SATI & II Test Outcome	2001-2002	2002-2003	2003-2004	2004-2005	MPUSD 2004-2005	State Avg. 2004-2005
Average Verbal	443	600	593	539	499	499
Average Math	393	530	473	488	510	521
Average Total	870	1130	1066	1027	1009	1020

Schoolwide Grade Point Average Comparisons:

Grade Point Averages					
School Year	9th	10th	11th	12th	Totals
2001-2002	2.82	2.61	3.27	N/A	2.91
2002-2003	2.59	2.64	2.49	3.05	2.69
2003-2004	2.79	2.62	2.67	2.95	2.76
2004-2005	2.84	2.89	2.90	3.20	2.96
FALL 2005-2006	2.83	3.07	3.08	3.13	3.03

Honor Roll Data:

FALL SEMESTER - 2002					SCHOOLWIDE
Range	9th	10th	11th	12th	TOTALS
High Honors: 4.0+	1	2	2	3	8
Honors: 3.5-4.0	6	5	3	1	15
Second Honors: 3.0-3.4	15	7	1	2	25
TOTAL HONOR STUDENTS	21	14	6	6	48
TOTAL STUDENTS	59	37	35	11	142
PERCENTAGE HONORS STUDENTS	36%	38%	17%	55%	34%

SPRING SEMESTER - 2003					SCHOOLWIDE
Range	9th	10th	11th	12th	TOTALS
High Honors: 4.0+	0	0	1	1	2
Honors:3.5-4.0	11	3	2	2	18
Second Honors: 3.0-3.4	11	9	5	3	28
TOTAL HONOR STUDENTS	22	12	8	6	48
TOTAL STUDENTS	61	31	32	10	134
PERCENTAGE HONORS STUDENTS	36%	39%	25%	60%	36%

FALL SEMESTER - 2004					SCHOOLWIDE
Range	9th	10th	11th	12th	TOTALS
High Honors: 4.0+	1	5	3	2	11
Honors: 3.5-4.0	5	6	3	3	17
Second Honors: 3.0-3.4	11	5	6	4	25
TOTAL HONOR STUDENTS	17	16	10	9	52
TOTAL STUDENTS	50	42	27	16	135
PERCENTAGE HONORS STUDENTS	34%	38%	37%	56%	39%

SPRING SEMESTER - 2005					SCHOOLWIDE
Range	9th	10th	11th	12th	TOTALS
High Honors: 4.0+	3	3	1	1	8
Honors: 3.5-4.0	8	8	6	4	26
Second Honors: 3.0-3.4	14	9	8	5	36
TOTAL HONOR STUDENTS	25	20	15	10	70
TOTAL STUDENTS	45	42	28	15	130
PERCENTAGE HONORS STUDENTS	55%	48%	54%	66%	54%

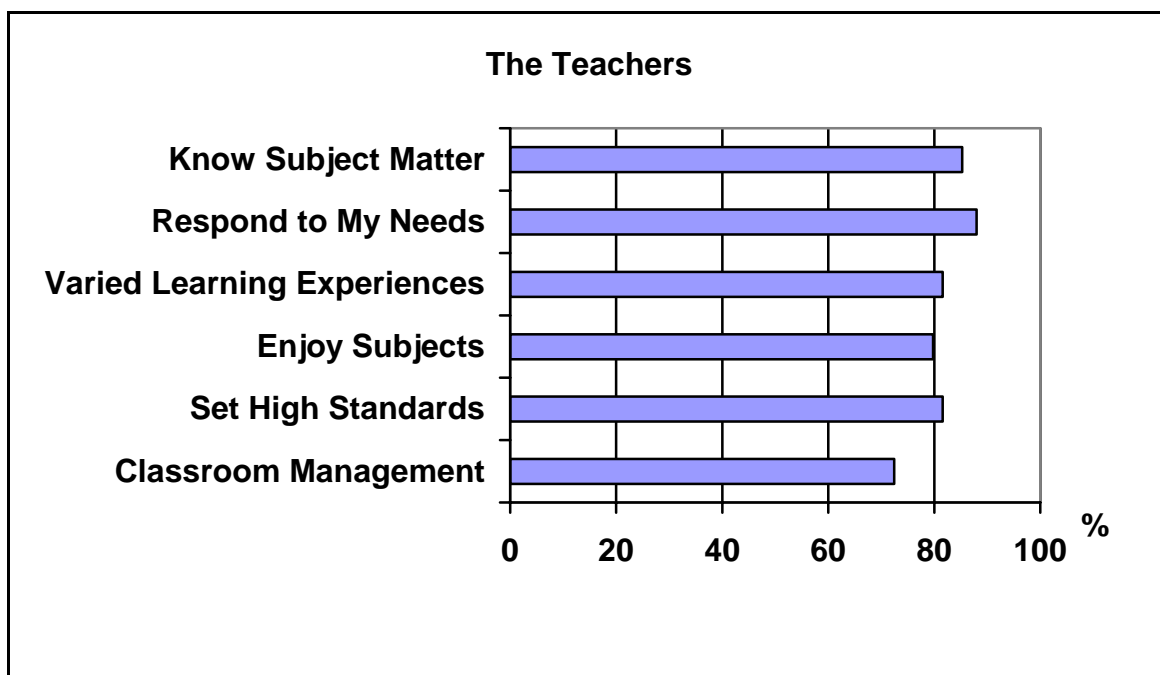
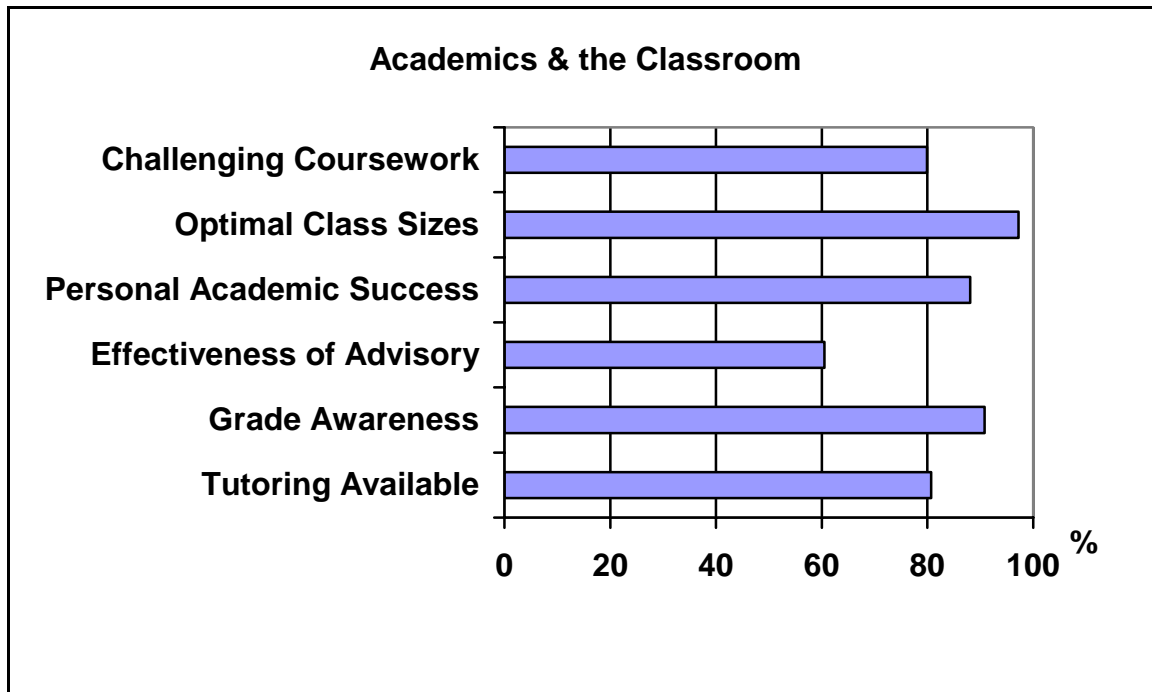
FALL SEMESTER - 2005					SCHOOLWIDE
Range	9th	10th	11th	12th	TOTALS
High Honors: 4.0+	3	3	9	3	18
Honors: 3.5-4.0	10	8	15	2	35
Second Honors: 3.0-3.4	10	9	13	5	37
TOTAL HONOR STUDENTS	23	20	37	10	90
TOTAL STUDENTS	59	42	42	18	161
PERCENTAGE HONORS STUDENTS	39%	48%	88%	55%	57%

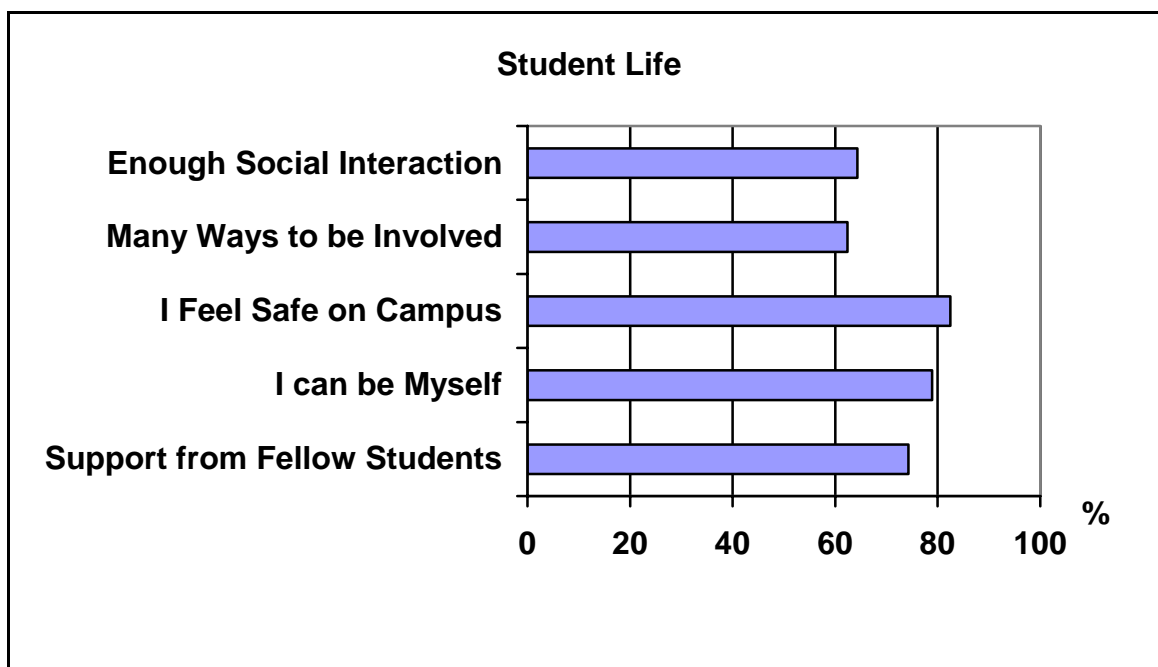
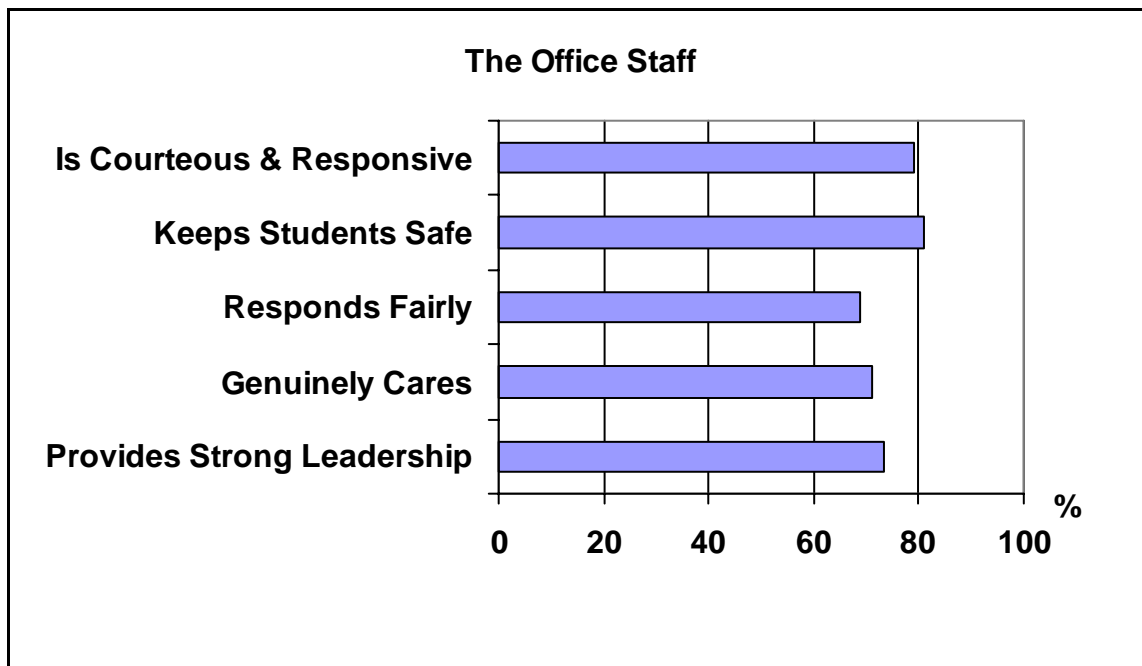
From a Stakeholder Perspective

At Cypress Grove CHS, administration and faculty care about what students and parents think about our school – the quality of the education, the campus environment, and the activities available beyond the classroom. To elicit their opinions, we conduct regular student and parent surveys. We are generally encouraged by the results, though we are inspired to address the needs identified by our most important stakeholders. We have continued to modify and improve the survey itself – our most recent survey results follow.

Student Survey Results Fall 2003

Graph data represents percentage of students who responded either “agree” or “strongly agree” to relevant questions about the following topics.





Summary of student Survey Findings

Though statistics cannot tell the whole story of Cypress Grove CHS, they do provide our stakeholders a dispassionate and realistic look at critical areas for any school – the nature and the success of our students. The analysis reveals both strengths and weaknesses – we have results to celebrate, as well as information that inspire us to tackle challenging issues with renewed vigor. The school will conduct a new survey in the Fall 2005 and the results will be published on the schools website.

Governance Criterion:

Does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results for the school?

- Cypress Grove CHS is a 501 (c) (3) Non-profit Public Benefit Corporation established in California by the school's charter, and is governed by an elected board of directors, comprised of an executive director, treasurer, secretary, and four voting members.
- The board is committed to support of the school's ESLR results.
- The governing board meets twice a month to determine policy for the school, and to oversee the implementation and review its effectiveness.
- Board member responsibilities have been formally adopted, and are spelled out in written policy guidelines.
- Potential board members are recruited from our local community. Desirable qualities of a potential board member include understanding of and commitment to the ideals of the school, a grasp of educational concepts, and an understanding of business and finance.
- Prospective board members complete an application, and are interviewed prior to election to the board.

Do those policies offer reasonable public access to decisions regarding public funds?

- All meetings of the board are announced in advance, with an accompanying agenda.
- A recorder maintains minutes of all meetings, and these minutes are available to members of the public.
- With the exception of discussion concerning employee issues, board meetings are open to the public.
- At bi-weekly meetings, the board receives reports from the finance team, as well as from teams that oversee site development and public relations, and from a representative of the Parent /Teacher Organization.

Does the governing board delegate implementation of these policies to the professional staff?

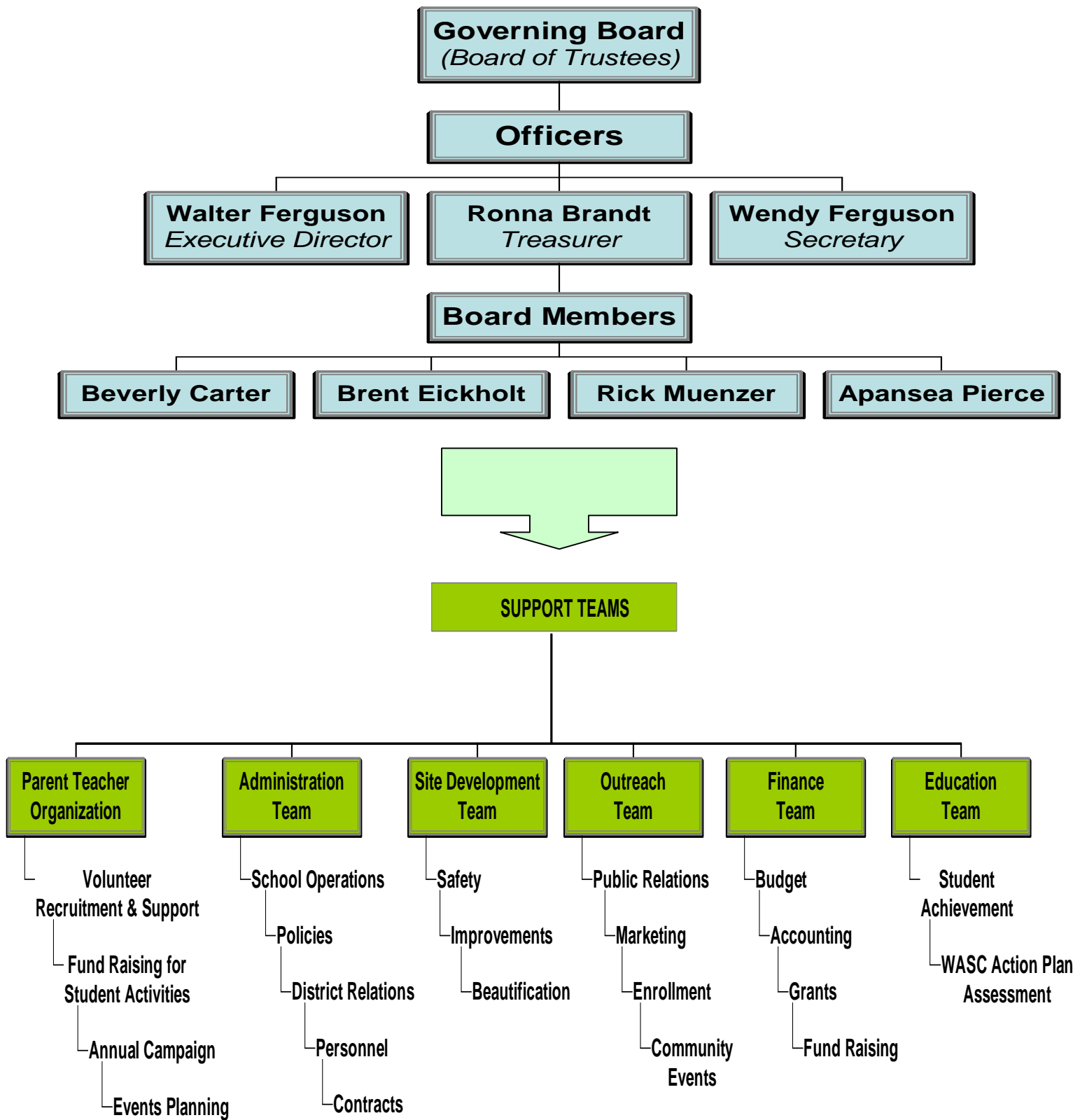
- Communications to and from the professional staff is currently handled through the director. The board's desire is that a member of the faculty attends every board meeting.
- The board also would like to see increased parent attendance and participation at the board meetings.

Does the governing authority monitor results?

- The board conducts an annual self-evaluation.
- The school's finances are evaluated monthly at board meetings, and through an annual audit.
- As a charter school, Cypress Grove CHS is subject to an annual Programmatic Audit by the chartering institution. The board works diligently to meet the requirements of this audit, and to implement any program modifications made necessary by it.
- Board members pay close attention to student progress as shown through grading, and through performance on standardized testing.

Whereas Cypress Grove CHS allows for some flexibility in how the various governance bodies interact, the essential components and process are reflected by the following organizational chart, and the overall structure of the school's governance is now firmly in place.

**ORGANIZATIONAL FLOW CHART
CYPRESS GROVE CHARTER HIGH SCHOOL**



School Leadership:

Does the school leadership make decisions to facilitate actions and initiate activities that focus the energies of the school on student achievement of Expected Schoolwide Learning results?

- Cypress Grove CHS Leadership has developed Employee/Staff and Parent/Student handbooks that support the focusing of our efforts at all levels of the school. As we incorporate our ESLRs into the culture of our school, we will revise our handbook to reflect these specific goals.
- Further, the administration has instituted a mandatory office hour once a week for teachers to be available to assist students who need extra help or who have fallen behind due to illness or other concerns.
- The Faculty also devotes one meeting a week to curriculum coordination and preparation. Weekly faculty meetings and regular faculty in-service days address current and short-range school activities, faculty requirements, and specific student needs.

Does the school leadership empower and support the staff toward the achievement of the school's mission?

- The Cypress Grove CHS leadership empowers the staff by actively involving them in many aspects of school life. Staff members participate in the production of daily schedules, athletic schedules, yearly academic calendars, events calendars, and testing schedules.
- Staff members develop curriculum, course offerings, and mentoring programs, as well as participate in both formal and informal student and parent guidance. Cypress Grove CHS leadership encourages staff to organize and guide student participation in sports, student government, clubs, and field trips.
- Staff members direct theater productions and other performances and competitions attended by students, friends, family, and the greater community. The staff oversees art contests and displays, both on-site and in the local communities. Teachers support student involvement in community events and a variety of student service learning projects.
- Staff members are actively involved in the hiring process at Cypress Grove CHS, evaluating resumes and participating in interviews. Parents and teachers participate in our Parent/Teacher Organization and at governing board meetings.

Does the Cypress Grove CHS leadership encourage commitment, participation and shared accountability for student learning among the school community?

- Cypress Grove CHS dedicates class periods to the development of study skills.
- The school established Advisory classes to coordinate academic planning, social school culture, as well as campus clean up and beautification.
- In addition to individual tutoring offered by teachers, the school implemented an after-school "Homework Club" staffed by teachers and parents. Student Study Teams identify those students with special academic needs who could benefit from extra support, including but not limited to study skills classes at the school and the Linda Mood Bell program at Monterey Peninsula College.

Staff Criterion:

Are the school leadership and staff qualified for their assigned responsibilities?

The Cypress Grove CHS staff and faculty are imminently qualified to meet their responsibilities with their experience, energy, and creativity. Cypress Grove CHS's faculty members have degrees from a variety of fine universities, and bring a wealth of personal experience to their classrooms. The administration is committed to tailoring classroom assignments to the strengths of our teachers in order to fully capitalize on their unique blend of skills and talents. The following is a list of the qualifications of the Cypress Grove CHS staff:

Berit Andersen

Education: B.A., Visual and Public Art; Cal State University Monterey Bay;
A.A., Art History, A.A., Ceramics, A.A., Studio Art, A.A. Sculpture, Monterey Peninsula College. Coursework in Studio Art/Life Drawing at the Instituto Allende, San Miquel Allende, Mexico

Professional muralist: Fine art exhibits in local museum and gallery.

Subjects: 3-D Art, Drawing I & II, Painting

Dick Bird

Education: B.A., Speech and Drama, San Francisco State University, CA;

M.A. Psychology, Lone Mountain College, San Francisco, CA

Credential Status: General Secondary, Pupil Personnel-Counseling

Position: Academic counselor

Jennifer Debo

Education: B.A., Psychology, Boston University, Boston, MA

Certificate: Language Program Administration, Monterey Institute of International Studies

Certificate: Teaching English as a Foreign Language, Worldwide Teachers Development Institute, Boston, MA

Continuing Education: Monterey Institute of International Studies, Candidate for MA conferral, December 2005

Credential Status: Internship Single Subject Credential, English with CLAD/ELA Emphasis

Subjects: Spanish 1, 2, and 3

Mark Englehorn

Education: MFA, CSU Humboldt, Arcata, CA; B.A., Drama, University of Southern California, Los Angeles, CA

Adjunct professor, Monterey Peninsula College

Credential Status: Single Subject Intern, CSU Monterey Bay

Subjects: English 11CP, Drama 1,2,3 and Film Production

Walter S. Ferguson

Experience and qualifications: Co-founder of Cypress Grove CHS. Former member, governing board, Monterey Bay Charter School, Pacific Grove. Participation with successful high tech start-up companies; Trillium, LTX Corporation, and founding member of Paramit Corp., San Jose, CA. Ten years experience, residential real estate sales, Carmel, CA.

Position: Executive Director

Wendy Ferguson

Experience and qualifications: Co-founder of Cypress Grove CHS. Ten years experience as a volunteer in the community. Recognized as the 2004 Outstanding Adult Volunteer of the Year for Monterey County.

Positions: Executive Secretary, Service Learning Coordinator, Registrar, and Special Education Coordinator

Melony Johnson

Education: B.S., English, Speech and Drama, East Tennessee State University, Johnson City, TN

Credential Status: State of Tennessee, Professional; State of Texas, Life

State of California, Application for Clear Credential, English

Teaching Certificates: States of Kansas, Virginia, Kentucky and New York

Certified AP Instructor, English Literature

Other: Gifted Education and Honors training 1984, 1992 and 1996,

Subjects: English 9CP, 10CP and 12AP

Joan Kevorkian

Education: B.A., Liberal Studies, CSU Monterey Bay, Marina, CA

Continuing Education: Mathematics Credential, CSU Monterey Bay, Marina, CA

Credential Status: Preliminary Multiple Subject Teaching Credential ELA Emphasis ,

Supplementary; Authorization-Mathematics

Application for Single Subject Clear Credential. Mathematics

Subjects: Algebra 1 & 1B, Algebra 2, Geometry

Sean Roach

Education: B.A., Communications, Texas State University, San Marcos, TX

Credential Status: Single Subject Intern, Social Science, Chapman University

Continuing Education: Special Education, CSU Monterey Bay; Single Subject Credential, Social Studies, Chapman University,

Member: Golden Key National Honor Society, Alpha Chi national College Honor Society,

School of Fine Arts and Communication Council of Scholars

Subjects: World history, U.S. History, Civics, Economics, Geography

Michele Rodriguez

Education: B.A., Criminal Justice, CSU Bakersfield

Credential Status: Emergency K-12 Credential

Continuing Education: Single Subject, Social Science, Chapman University; M.A., Education, Chapman University

Subjects: Yearbook, Introduction to Technology

Ann Rudd

Education: B.A., Liberal Arts, San Jose State University, San Jose, CA

Credential Status: Professional Clear Multiple Subject, Supplementary English

Subjects: English9 and Creative Writing

Cindi-Renee Sloan

Education: B.S., Earth Science, UC Santa Cruz; M.A. Education, UC Santa Cruz, A.S., Physics Hartnell Community College;

Credential Status: Preliminary Single Subject, Geosciences

Subjects: Earth Science, Chemistry, Algebra1A

Carrie Smith

Education: M.A. School Administration, CSU San Bernardino, San Bernardino, CA; M.S. Health Education and B.S Physical Education, University of New Mexico, Albuquerque, New Mexico;

Credential Status: Clear Single Subject Teaching Credential, Health Science/Physical Education Certificate: Certificate of Eligibility for the Administrative Services Credential, American Red Cross CPR/First Aid Instructor

Subjects: Movement Arts, Health, Dance, PE/Fitness

Tina Reader van Stirum

Education: B.A. Community Studies, B.A. Women's Studies, UC Santa Cruz; A.A., Women's Studies, Monterey Peninsula College

Continuing Education: Single Subject, Science, National University, San Jose

Credential Status: Emergency Long Term Single Subject, Biological Sciences

Subjects: Biology1, Capstone and Study Skills

Course Offerings:

Cypress Grove CHS's Course Guide is available in the school office. All Cypress Grove CHS core classes meet the University of California freshman admission (a-g) requirements.

To supplement our academic and vocational curriculum as we grow to accommodate our students' needs, the school's counselor encourages concurrent enrollment at local community colleges. Currently 24 students (18%) are attending local community colleges.

To support our mission as a college-preparatory high school, Cypress Grove CHS graduation requirements meet and even exceed the University of California admission standards. Following is a comparison of our graduation requirements with those of the University of California.

Cypress Grove Charter High School for Arts and Sciences

Graduation and University of California Admission Requirements

High School Subject Area	Cypress Grove CHS Graduation Requirements 230 units, (grades 9-12)	U.C. Admissions* Requirements
<u>ENGLISH</u>	<u>4 years (40 credits)</u>	<u>4 years College Prep.</u>
<u>MATH</u>	<u>3 years (30 credits)</u> must include Algebra	<u>3 years</u> 4 recommended including Algebra/Geometry/Algebra II
<u>SOCIAL SCIENCE</u>	<u>3 1/2 years (35 credits)</u> 9 th – Geography 10 th – World History 11 th – U.S. History 12 th – Economics/Civics	<u>2 years</u> U.S. History or ½ year U.S. History + ½ year Civics and World History
<u>SCIENCE</u>	<u>3 years (30 credits)</u> must include Biology and Physical Science	<u>2 years with lab</u> 3 recommended
<u>VISUAL AND PERFORMING ARTS</u>	<u>3 years (30 credits)</u> 4 years recommended	<u>1 year</u> beginning 2003
<u>FOREIGN LANGUAGE</u>	<u>2 years (20 credits)</u>	<u>2 years</u> 3 recommended
<u>ELECTIVES</u>	<u>2 years (20 credits)</u>	<u>1 year College Prep.</u>
<u>PHYSICAL EDUCATION</u>	<u>2 years (20 credits)</u> usually in 9 th and 10 th grades	----
<u>HEALTH</u>	<u>1 semester (5 credits)</u>	----
<u>TESTS</u>	<u>High School Exit Exam</u>	<u>SAT I / ACT + SAT II</u>

1. Service Learning is required throughout the curriculum.
2. U.C. requires 15 year-long courses, 7 of which must be completed in grades 11 and 12.
3. The graduation requirements above apply to students graduating in 2004 and beyond.
4. Cypress Grove CHS graduation requirements meet or exceed those of our chartering district (MPUSD).
5. Accredited by the Schools Commission of the Western Association of Schools and Colleges. See www.wascweb.org for more information.

These are minimum entrance requirements. Completing minimum requirements does not guarantee admission to the UC system. See www.usop.edu for more information

School Environment:

Does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

- At Cypress Grove CHS, the administration, faculty, staff, parents, and students work together to develop and insure the safest possible learning environment to promote and nurture the well being of everyone associated with the school community.
- Before school begins in the fall, every student and parent receives a handbook that serves as a guide for our school's purpose and policies.
- We require a signed enrollment agreement indicating understanding of and cooperation with our behavior and academic standards.
- On a rotating basis, our teachers maintain high visibility before school, at breaks, at lunch, and after school.
- Our after-school programs, including tutoring, Homework Club, athletics, and Friday movie nights, provide a safe, chaperoned, and secure place for students to gather.
- In the classroom, we have standardized etiquette requirements and a dress code that are strictly enforced.
- Cypress Grove CHS has zero tolerance for students possessing weapons or other dangerous articles at school (and we have not had any incidents of possession of weapons).
- During our four years of operation, only one physical fight has occurred, the consequences of which were a suspension and an expulsion.
- Because we want Cypress Grove CHS to be a safe and drug-free campus, we periodically carry out searches, using a company that provides dogs trained to detect weapons, illegal substances, and drug paraphernalia. A local police officer provides an annual school-wide orientation on safe, drug-free, harassment-free behavior. The services of a school resource officer are available if needed.
- Our working relationship and proximity to the military's Porter Youth Center (a nationally recognized youth recreational facility) provides an additional safe, fun outlet for our students both during and after school.
- Our closed campus policy insures that students remain in a supervised environment all day long. All campus visitors sign in and out, and any student who leaves class carries a hall pass.
- All classrooms are equipped with phones, emergency instructions, and escape route maps, and disaster drills are performed annually. An emergency plan is posted in classrooms, the auditorium, and our administrative offices.
- Our student roster contains complete parent contact information including e-mail addresses and work and cell phone numbers.
- The faculty selects a student of the week based on academic performance and outstanding behavior as a peer role model. The student of the week is recognized in the daily morning announcement, given a gift and special privileges.
- Students who achieve a grade point average of 3.0 or better are recognized quarterly in the honor roll, which is published in the parent newsletter, the student newspaper and the two main local newspapers.
- Our teachers are encouraged and supported in incorporating art into the curriculum in order to enhance student learning. Student artwork is prominently displayed on campus and at various public locations throughout the community.

- We maintain a clean campus and a positive student attitude toward their own environment by assigning “high school housekeeping” duties to each of the Advisory classes.
- Faculty members are provided with “incident report forms,” which are used to document and track inappropriate student behavior. Information from these forms is maintained in a computer program that assigns consequences based on criteria determined by the administration.

Is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

- Students at Cypress Grove reflect the surrounding community with respect to diversity of ethnicity and culture. In addition, the school serves students from the military community, which brings its own sub-culture.
- Although the Administration, faculty, and staff are supportive and respectful of this diversity, we intend to initiate formal diversity training at the first opportunity.

Does the school leadership facilitate school improvement that is driven by plans of action that will enhance quality learning for all students?

The WASC Self-study process has lead to collaboration between the board, the administration, and the faculty to create an Action Plan that will address all of the issues caused by the growth of Cypress Grove CHS . This Action Plan will be drawn from the Areas of Growth identified in the Self-study, and will focus on the areas that most challenge the school during the next phase of our development.

Does the school leadership have school community support and involvement?

The atmosphere at Cypress Grove CHS can be described as one of mutual trust between all members of the school community. Member of the staff free to voice concerns informally, and at scheduled staff meetings.

Does the school leadership effectively guide the work of the school?

Through their bi-weekly meetings, the board effectively guides the work of the school. The school’s director, who attends all board meetings, conveys information about the wishes of the board to the staff, who then carry out the directions of the board.

Does the school leadership provide for accountability through monitoring of the schoolwide action plan?

The school’s leadership intends to adopt Cypress Grove CHS’s action plan as a document that will guide our process of assessment of school improvement.

What Students Learn:

Does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the Expected Schoolwide Learning Results through successful completion of any course of study offered?

Cypress Grove CHS uses a rigorous college preparatory curriculum to engage all students in the learning process. In addition, Cypress Grove CHS employs a curriculum that is rich in fine and dramatic arts courses to stimulate student creativity. Furthermore, cross-curricular art projects allow students to carry this creativity throughout their academic experience.

- All courses are closely aligned with appropriate state standards. In curricular areas where state standards are not in place, national standards are used as a guideline to establish relevant and coherent course material.
- Policies concerning course completion, certification, credits, grades, and homework are established and overseen by the board and the director.
- The value of a curriculum that is heavily based in the arts has been shown in numerous studies. Our faculty recognizes and accepts these findings, and has worked to employ students' art across all areas of the Cypress Grove CHS curriculum.
- As our school grows, our staff – under the direction of the board – will continue to re-evaluate our curricular program to keep current with the needs of our students.
- Having played a major role in the development of our ESLRs, our faculty members have both a greater understanding of them and a greater stake in implementing them.
- Cypress Grove CHS's course offerings are carefully articulated to maximize student progress, especially for ninth and tenth grade students. These students are assigned to either grade-level or college prep classes in English and mathematics, depending on their performance on a placement evaluation. A study skills program is in place to assist the students at grade level to move up to college preparatory classes, in order for them to meet the school's expectations.
- Students in the eleventh and twelfth grades are able to use any of three local junior colleges to take classes not yet available at Cypress Grove CHS. As our course offerings increase, more students will be able to meet all of their college prep class needs on our campus.
- Cypress Grove CHS has established policies that affirm its intent to be a college preparatory high school, and these policies guide the students through our course of study. We provide a detailed Student/Parent Handbook that explains the school's expectations to incoming students and their parents or guardians, and a counselor is available to create, monitor, and adjust student's courses of study as appropriate, with the assistance of the advisor assigned to that student. Both counselor and advisor are responsible for assuring that all students meet pre- and co-requisite requirements for all courses offered.
- Cypress Grove CHS uses a modified block-scheduling plan that allows for a shortened school day for faculty collaboration, and regular days with longer, 90-minute class periods. These longer periods allow for more time management in the classrooms, especially in art, science, and language classes.
- The school also employs a seven-period day to allow students to take full advantage of elective classes early in their high school careers, and to promote the concept of a rigorous and coherent curriculum.

How Students Learn:

Does the professional staff use research-based knowledge about teaching and learning?

- All faculty members teaching core subjects, whether veterans or recently credentialed, have studied the California State Standards and current academic research. Our syllabi were based on these standards and our curriculum has the research as its foundation. In addition, our focus on integrating art and science throughout the disciplines is also substantiated by academic research.
- Our staff places a high emphasis on faculty planning of an arts-based curriculum. Faculty members, especially new members, attend several in-service days before the school year begins where the expectations of the staff are clearly laid out, and all faculty members are given adequate time and resources to plan their academic years based on expectations.
- Our classrooms and other campus areas are used to display student artwork, as well as work from other classes that demonstrates the incorporation of art. These displays serve to reinforce the school's purpose.
- Student dramatic and fine art works are displayed prominently in the community at such venues as First Night Monterey.
- We encourage active learning, through the arts and through other activities such as group presentations, independent research, and demonstrations.

Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?

- Teachers at Cypress Grove CHS go beyond the textbook to incorporate varied teaching strategies and resources. These strategies are designed to enhance higher-order learning in all of our classes.
- The counselor and faculty advisors at Cypress Grove CHS make it their primary mission to ensure that all students are engaged in a challenging course of study that will enable each student to achieve our expected schoolwide learning results.
- Cypress Grove CHS teachers use a variety of learning experiences which include such unique approaches as earth science students demonstrating the history of continental motion (Pangaea) using a "Pangaea puzzle" that allows them to arrange the continents themselves, and Chemistry students using pennies to simulate a chemical element, then observing the effects of isotopes and mass.
- Students take part in a service learning program where they learn valuable skills beyond those they acquire and use in the classroom. Primarily through their work with the children of the Monterey County Office of Education Autism Program, they gain keen insight into the nature of human growth and development. Service Learning students also perform a variety of community service activities, where they learn the value of organization, responsibility, and teamwork.
- Each year, they host many different kinds of events throughout the school year. So far, we have involved parents, our students, and students from the autistic program in planting a community garden. Likewise, students from Cypress Grove CHS learn better when they teach the concepts embodied in the garden. At the end of the year, the class holds a barbeque made with the crops from the garden. Teachers and autistic children are present to celebrate

the successful completion of the garden project, which helps the autistic children learn socialization skills.

- Cypress Grove CHS uses a seven-period, block schedule school day. This system enables students to select from a wide range of challenging courses designed to guide them toward our expected schoolwide learning results.
- Students who have met our rigorous standards before their senior year have ready access to several local community colleges where they can take college-level courses that enhance the learning they have gained at Cypress Grove CHS.
- Students who need assistance in meeting our rigorous academic expectations are given access to a study skills program, where they receive individualized attention.

How Assessment is Used:

Is teacher and student use of assessment frequent and integrated into the teaching/learning process?

- Cypress Grove CHS teachers are keenly aware of students' progress because we are continuously monitoring our students' mastery of the concepts and skills. Our small class sizes allow quick, individual assessment of students' grasp of the material – and immediate retooling of our approach to the lesson. We use both frequent and varied methods of assessment, including:
 - Daily formative assessment – homework and in-class assignments.
 - Formal summative assessment – unit or chapter tests, projects, presentations, and portfolios.
 - Informal, ongoing assessment – class participation, student responsiveness, checks for understanding.
- We assess each student's progress toward becoming a self-reliant person, a contributing citizen, and a continuing scholar (our ESLRs).
- In addition to personal and academic assessment, we also assess our students' progress toward citizenship as – they participate in regular housekeeping duties in their classrooms and on the campus.
- Student artwork beautifies the campus – and is not defaced.
- Students take responsibility for raising and lowering the flag each morning and afternoon.
- Student's increasing understanding of what it means to be a contributing citizen at school has resulted in an overall improvement in school climate. There has been a reduction in detentions, tardiness, and truancy.

Are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?

- We accomplish our unique mission when, through multiple assessment strategies, kinesthetic projects, and infusion of the arts, we engage our students in various learning experiences. We allow the students to gain better ownership of their studies, learning processes, and critical thinking abilities. By incorporating projects into the curriculum we actively engage students, address multiple modalities of information processing and assessment, and achieve a higher level of thinking.

- Our geography students explore beyond their own backyard by researching and creating an ideal international vacation.
- English students used artwork to help them understand a difficult and sophisticated poem.
- Across the curriculum, students engage in work groups or teams to address topics that would be daunting if faced individually.
- Math students build 3-D rockets, models, and roller coasters, giving them hands-on experience putting mathematical concepts into practice.
- English students create visual aids and oral presentations to market their most recent pleasure-reading book.
- In 3D Art, students research traditional Native American pottery, and then create pottery using that technique.
- Social Science students create illustrated timelines of world events.
- Most math units culminate with a project that applies and reinforces the concepts learned.
- English students combine compare/contrast techniques with persuasive rhetoric to choose a new ruler for Rome as the summative project in studies of *Julius Caesar*.
- Service learning students serve the Cypress Grove CHS student body and staff through hosting a schoolwide disabilities workshop, as well serving the community at large by sponsoring a Wheels on Fire wheelchair basketball game at Cal State University, Monterey Bay.

Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

- Cypress Grove CHS is a growing educational institution, with the majority of our students enrolled in grades nine and ten. As these students progress, we will use our assessment results and resource planning to create appropriate upper-class level courses that will best meet their academic needs.

Are the assessment results the basis for the allocation of resources?

- Assessment results are the basis for allocation of resources, especially in the area of expanded class offerings. These results show that the school will be able to offer more Advanced Placement classes as our students move into the upper grades. They also show that some students need to be directed into our Study Skills program, to assist them in meeting school expectations.

Student Connectedness:

Are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected school-wide learning results?

- The small size of Cypress Grove CHS, and the low student to teacher ratio in our classrooms, facilitates the exchange of information concerning student's need for support services. Faculty and staff freely exchange observations of students, both informally and in a formal staff meeting format.

- A staff member is dedicated to meeting the need for support services, including scheduling Student Study Teams, overseeing the formation and implementation of Individual Learning Plans, and referring students to private or community health practitioners, as appropriate.
- A counselor is available to schedule student's classes and monitor student's progress toward graduation. The counselor works with the class advisors to maintain connection with all students.
- All students attend an Advisory Class, where a teacher is responsible for assisting students with study skills, keeping track of the student's graduation requirements, and integrating the student into the Cypress Grove CHS learning community. All class advisors are provided with a detailed description of their duties, and all duties are tailored to the needs of the grade level of the students.
- Staff can easily maintain contact with parents and guardians through a student roster, which provides up-to-date information on family home, work, and cell telephone numbers and email addresses.
- Students who are recognized as needing additional educational support are referred to a student study team, made up of faculty, staff, and a parent or guardian. The team may recommend methods to improve academic performance, which may include individual tutoring and attendance at after-school Homework Club, which is overseen by a faculty member.
- Students from the local university, California State University at Monterey Bay, fill a variety of roles on our campus through their service-learning program.
- Faculty maintains contact with students outside class through a variety of clubs and activities that relate back to classroom learning. Faculty-sponsored clubs such as Rocketry, Needle Arts, Literary and Writer's guilds, Fantasy Fiction, and Video Games, and activities such as School plays and Talent Shows, and dances, keep the faculty connected with students.
- A Student Council represents all students at Cypress Grove CHS. The Council worked with the Student Council Advisor and the Faculty to produce a working Constitution that will serve to govern all councils in the coming years.
- Students are introduced to the concept of service to the community through Cypress Grove CHS's Service Learning Program. We share our facility with the Monterey County Office of Education's autism program, and students in Service Learning work directly with the students and staff in that program.

Reporting Student Progress:

Do the school leadership and staff regularly assess student progress toward accomplishing the school's expected school wide learning results?

Teachers at Cypress Grove CHS use a variety of assessments to monitor student progress toward our Expected Schoolwide Learning Results. Informal and formal methods of assessment are routinely used to evaluate student learning and to modify lesson plans when necessary for optimal learning. Cypress Grove CHS's evaluation strategies include tests, quizzes, essays, journals, sketchbooks, oral presentations, multimedia presentations, group projects, role-playing, debates, portfolios, and performances.

- Rubrics are used to define specific objectives to students prior to beginning work so that they have a clear understanding of how their final learning will be evaluated.

- The school recently purchased GradeQuick reporting software so that all teachers have a standard reporting system. Many teachers use student codes and frequent postings of their grades so that students are continually aware of their progress. Some teachers send home individual progress reports, which are signed by parents and returned to the teacher.
- Cypress Grove CHS has an established calendar of grade notification. We send mid-quarter progress reports and quarterly for grade reports, so students and parents receive reports eight times each academic year. These formal assessments provide accountability, and our teachers use them to adapt teaching when necessary.
- Students and teachers use the results of these various assessment methods to determine which students may be in need of further help, to determine students' passage from grade level courses to college preparatory and Advanced Placement courses, and to determine which learning concepts need to be re-taught.

We employ the following intervention strategies for individuals that are determined to need more extensive help:

- Student study teams to strategize individualized learning plans are scheduled as the need arises or when requested by a parent or teacher.
- Homework Club, staffed by a teacher, met Monday-Thursday for two hours after school during the first quarter; now, students grades are assessed and, if they are failing a core class, students are enrolled in our skills class.
- Teacher tutoring is established by individual teachers but is available for every class.
- We encourage our students to take complementary coursework at local community colleges.
- Study Skills is a course offered during the regular school day and designed to help students understand how they learn (metacognition) and promote helpful study habits.
- Counseling occurs at least twice a year, more often with struggling students, to insure that they stay on track for graduation and/or higher education.
- The values of citizenship and character, which form a link to our ESLRs, are taught through our "Word of the Week" and its accompanying quotes each day. Discussions take place in the first block each morning. Words are displayed prominently throughout the school and in each classroom. Often the staff, in response to a recognized need, chooses these words. When we recently recognized a trend in self-mutilation, or "cutting" occurring with our students, we chose to address the problem through these words. For several weeks, we examined the implications of concepts such as self-respect, self-control, and self-reliance.
- Another example of teaching character and citizenship occurred this fall when we attempted an exercise in self-determination, The Great Gum Scour. The staff agreed to give students the opportunity to handle gum as the greater community does, to use it politely and responsibly. We first taught what that actually means, and then students scoured the campus, turning over desks and scraping sidewalks clean of all gum. Now, gum is permitted on campus and we continue to monitor its proper usage and disposal.
- When polite gum use briefly became an issue, in the Spring of 2005, we instituted a one-week gum moratorium and another gum clean-up to bring students back into focus on the use of gum at school.
- Much assessment of the students' progress towards understanding of ethical concepts occurs informally as teachers overhear students referring to these shared community values rather than in the academic learning.

At Cypress Grove CHS, we place a high premium upon informing all stakeholders, on campus and off, of our students' accomplishments. To that end, we have:

- Established a Student of the Week program to honor exceptional students. These students are chosen by the staff as exemplary citizens. They receive a commemorative pin, a certificate, special lunch privileges, and daily mention in the morning announcements.
- Assembled the student body to acknowledge student's academic, citizenship, and attendance success, and honors achieved outside of school.
- Submitted each semester's honor roll for publication in the local press, parent newsletter, and our student newspaper.
- Placed student artwork in local art galleries and at Monterey's First night celebration.
- We sponsor a twice-yearly talent show, where students demonstrate their performing arts abilities.
- We showcase student work in different venues – the Seaside library and the Carl Cherry Center for the Arts periodically exhibit the artwork of Cypress Grove CHS students.
- Created a yearly School Accountability Report Card (SARC) that shows our demographics, standardized test results, student population, staff qualifications, etc. and presented it to our sponsoring district and to our governing board.
- Our Academic Performance Index (API) scores are published in the local newspaper and on our website.
- Standardized test results, and other academic achievements concurrent with the educational goals of the school, are regularly compiled for analysis by faculty and the school community in order to identify areas in need of improvement. For example, student scores on exams such as STAR tests, High School Exit Exams, Advanced Placement Exams, are reviewed and compared to the academic expectations of the school in order to pinpoint areas in which existing instruction may not meet the demands of Cypress Grove CHS Charter High School. Such scores are also compared to county, state, and national rankings for further identification of any areas of need.
- Cypress Grove CHS achieved a remarkable increase in the API score this year. We went from a scores of 663 in 2002/2003 and 703 in 2003/2004 to 766 in 2004/2005 and showed the highest increase of our area public high schools.

Parent/Community Involvement:

Does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

- Cypress Grove CHS staff makes a standardized Homework Planner available to all students in grades nine and ten, and faculty uses this homework planner to convey to parents and guardians all homework expected from the students. These planners are also employed by upper classmen who benefit from a more structured approach to homework.
- Parents and guardians are kept informed of the school's programs and progress through Back to School Night, where the faculty outlines for the parents the teaching methods and goals for all classes.
- Cypress Grove CHS publishes a newsletter on a regular basis. This newsletter goes out to all stakeholders, and keeps them informed about the school's academic programs, co-curricular activities, financial condition, and up-coming events.

- Parents and guardians are expected to perform 40 hours of service to the school. Many make this contribution through supervising school activities such as dances and parental support at athletic events, upgrades to the school site and attending to site beautification activities. Parents have updated wiring in our assembly hall, added decorative plants, and constructed a new sign at the entrance to our campus. Our Parent/Teacher Organization uses computer software to monitor overall contributions, service hours, gifts and financial donation and distributes reports to our parents and stakeholders.
- Cypress Grove CHS's Parent/Teacher Organization is a dedicated team of parent volunteers. Important information passes to and from the faculty through this organization, and a faculty representative attends all meetings.
- Cypress Grove CHS students use community resources to augment what is available on our campus. The gymnasium and dance studio facilities at the nearby Porter Youth Center provide an excellent venue for our dance classes and sports teams. Many of our students can use Porter Youth Center facilities for informal after-school activities as well.
- Many Cypress Grove CHS students are concurrently enrolled at Monterey Peninsula College, Hartnell College or Cabrillo College and take advanced courses that augment classes available at our campus. In addition to college credit, these students gain valuable exposure to a college academic and social atmosphere.
- Assemblies often involve performances by community music groups, such as the Scottish Country Dancers, Camerata Singers, Dixieland Jazz Band, Jazz Masters, and the Pan-American Folk Dancers and more.

Action Plan:

Cypress Grove CHS submitted an action plan to the Western Association of Schools and Colleges that outlines the continued monitoring and reporting of our school-wide improvement goals. These goals will be accomplished through completion of one or all of the objectives, and progress will be monitored by an Assessment Team. Whenever the Expected School-wide Learning Results (ESLRs) are addressed, we refer to a student's development as a *Contributing Citizen*, *Self-Reliant Person*, and a *Continuing Scholar*.

A formal Master Development Plan is important for short term and long range planning. The plan will be developed by representatives from all stakeholders within the Cypress Grove CHS community. The development plan will facilitate achievement of the goals in the action plan, and improve the overall planning and operations of the school. This plan will include resource allocation and planning, which are linked to the school's ESLRs and Action Plan. Additionally, Cypress Grove CHS recognizes the importance of identifying additional financial resources to support adequate funding for the school's operations.

The general themes for the Action Plan are: *Staff Training*, *Incorporating the ESLRs into School Culture*, and *Enriching Student Academic Program and Support*

Staff Training

Cypress Grove CHS strives to be an environment of active, engaging, and in-depth learning.

Goal	Objectives	Assessment Group
Faculty members will increase their professional growth each contracted year, by completing one or more of these objectives.	<ul style="list-style-type: none">- Increase academic knowledge base- Improve California Standards for the Teaching Profession ratings in semi-annual observations- Attend diversity training, academic, and/or classroom management workshops	Director and Board
Faculty members will increase their involvement at the board level.	<ul style="list-style-type: none">- Attend at least one board meeting in a year- Report findings at the next faculty meeting	Director and Board
Faculty members will consistently integrate arts throughout their curriculum	<ul style="list-style-type: none">- Attend annual in-service on techniques for integrating the arts into curriculum- Include assessment of effective arts integration in teacher observation ratings	Art Faculty Director

Incorporating the ESLRs into School Culture

Students will develop these character traits by their graduation date.

Goal	Objective	Assessment Group
The school will promote awareness of the ESLRs	- The student Advisory program will focus on activities to define the ESLRs	Advisory Faculty
	- All school sponsored activities will focus on development of the ESLRs	Faculty, Staff, and Parents
The school will provide opportunities for student demonstration of the ESLRs	- The Advisory program will focus on student expression of the ESLRs	Advisory Faculty
	- Required enrollment in a Senior Capstone class	Capstone Faculty and Counseling Staff
	- All school sponsored activities will focus on student expression of the ESLRs	Faculty, Staff, and Parents

Enriching Student Academic Program and Support

Cypress Grove CHS will be a campus that recognizes all students' needs, and creates curriculum with direct attention to the individual.

Goal	Objective	Assessment Group
The school will enrich student course offerings	- Increase concurrent enrollment in local colleges	Counseling Staff
	- Create a master schedule to meet the specific needs of our student body	Administration and Master Scheduling Team
Faculty and staff will support special needs and at-risk students	<ul style="list-style-type: none"> - Identify students with current and expired IEP and 504 accommodations, or students behind in credits and/or classes - Provide study-skills classes - Write accommodation plans - Conduct Student Study Team meetings - Provide individual tutoring and homework club - Require use of homework planners - Provide three reports of progress prior to semester grade - Students meet with counselors twice a semester or as needed 	Counseling Staff and Faculty
The school will provide students with greater access to technological and academic resources	- Administer pre-and post assessment within each core class	Faculty
	- Finance the expansion of the technology lab and a campus library	Board, Director, and Finance Team